 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Mr. Cognata**  **Lesson #: 2 Facet: Empathy**

**Grade Level: 9-12**  **Numbers of Days: 2-3**

**Topic: Revolutionary War**

**PART I:**

**Objectives**

**Student will understand that** the American Revolution was critical in establishing our own nation and the Revolution changed America and the global world.

**Student will know** Students will know about George Washington, John Adams, Sam Adams, Benedict Arnold, Benjamin Franklin, Thomas Paine, John Hancock and Thomas Jefferson.

**Student will be able to** imagine being a part of the American Revolution.

**Product:** Comic

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Maine Learning Results**  
**Content Area:** Social studies  
**Standard Label:** E history  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns.  
**Grade level span:** Grade 9-Diploma "American History: Revolutionary Era".  
Understanding major eras, major themes and influences in U.S. and world history, including roots of democracy and ideas in the world.  
**Performance Indicators:** a,c,e

**Rationale**: The teacher will have students use what that have learned about the American Revolution to create a historical fiction comic.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

Students will go through the give one get one activity. This will be a good activity for students to engage with one another and learn about each others comics and knowledge over the subject.

**Section II – timely feedback for products (self, peer, teacher)**

During each class students will swap comics and provide their thoughts regarding the quality of each others comics. At the end of class students will give me their comics and I will provide them with feedback letting them if they are incorporating enough historical information and what aspects may need improvement.

**Summative (Assessment of Learning):**

Comics-students will make a historical fictional comic or a real event that took place. Students will do their own illustrations and writing. Students will have to be creative here because they will have to imagine what certain events were like(ex. what was the battle of Ticonderoga like? What were the smells? What was the body count? What did it look like? What were the battle techniques? etc.).

**Integration**

**Technology:**

This will serve as a form of augmentation because when students upload their comics to the class blog they will be able to comment on one another’s comics whenever they want, which will serve as a quicker outlet to receive input. This is a great example of functional improvement.

**Content Areas:**

Obviously, this lesson would involve English because students will be creating their own story. They will have to have basically be doing a creative writing assignment.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will use the garden gate organizer to gather historical details that are relevant to their comic. The cooperative learning exercise that students will explore will be the circle, triangle, square activity. This will allow students to pick out certain details from the content and then use them in their comics.

**Section II – Groups and Roles for Product**

Students will create their own comics either in groups or by themselves. If done in groups students can choose their roles according to their strengths. If one student is good at writing dialogue then they can write the dialogue for the characters. If a student is extremely artistic they can illustrate the comic.

**Differentiated Instruction**

**MI Strategies**

**Logical:** This is where the historical fiction part of this assignment is important to consider. Students will be creating their own stories in a sense, but they will have to have sound logic throughout the comic.

**Verbal:** Students will have to write dialogue for their comic, therefore their linguistic skills will be much needed.

**Visual:** The illustrations made for the comic will be great for visual learners because they will be able to see what is going on.

**Musical:** Students will have to describe sounds(gunshots, cannon fire, soldiers marching, etc.)in the comic to give the reader an idea of what those sounds would have been like.

**Intrapersonal:** Students will work alone on their aspect(s) of the comic they’re covering. The responsibility will be theirs.

**Interpersonal:** Students will collaborate with their peers to work on the comic and/or they will receive feedback from their classmates.

**Kinesthetic:** In order to have a more accurate interpretation of the actions that will take place in the comic students will have to act out those actions prior to putting them in the comic. This will be sort of like set blocking in film(practicing the actions in the scene).

**Naturalist:** The place that the comic take place in will have to be explained in great detail in order for the setting of the comic to be illustrated well.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**  
With absences there will be a three strike you're out kind of policy. If students miss class more than three times they will have a meeting with me to talk about why they are not showing up and what the solution to the problem is. If they do not provide me with a proper explanation they will begin to lose points in their class participation grade.  
  
**Extensions**  
An extension will be up to three days total. If the student cannot complete the assignment in that three days the project will then be considered late. If they miss too many classes while the trials are going they will write a paper detailing what happened during the trial.

**Technology(SAMR):** Students will upload their comics to the interactive class blog. This will give students the ability to provide their classmates with feedback and other comments outside of the classroom. This is a great example of augmentation because this is clearly functional improvement.

**Gifted Students:** Gifted students will be allowed to go further into the comic, perhaps even going on to make it a book. They will also have the option of making a second comic.

**Materials, Resources and Technology**

* Laptops
* paper
* color utensils
* text book

**Source for Lesson Plan and Research**

This is a link to the garden gate. <http://www.eduplace.com/graphicorganizer/pdf/gardengate.pdf>

This is a link to a famous comic regarding the American Revolution. The comic is called *Sons of Liberty* and provides students with an idea of how the comic may turn out. <http://www.graphicclassroom.org/2010/05/q-with-authors-of-sons-of-liberty.html>

This is a link that provides advice on how to construct a comic.

<http://www.skilledup.com/articles/16-comic-creation-tutorials>

This content information over the American Revolution is directly from the History.com. Students will be able to learn about the important events of the Revolution. There is also a video on the website that goes more in depth about the Revolution.

<http://www.history.com/topics/american-revolution/american-revolution-history>

This is a link to website that provides a timeline of the key events that took place during the American Revolution.

<https://www.nps.gov/revwar/about_the_revolution/timeline_of_events_06_10.html>

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

Classroom arrangement: Desks grouped together with other students(students who are working together on the comic get grouped together).

Agenda(includes days and time)

Day 1

Hook: 20 mins

Questions: 10 minutes

Students begin to work: 30 minutes

Day 2  
Work time: 40 mins

Knowledge check: 20 mins

Day 3

Work time: 40 mins

Roundtable discussion: 20 mins

**Teaching and Learning Sequence**

Students will understand the American Revolution was critical in establishing our own nation and that it changed America and the global world forever. They will also understand that the Revolution not only changed America forever, but the global world as well. With this creative and imaginative project students will be able to tap into their more innovative side. Students will essentially create their own stories within the Revolution while citing key facts, events and important figures. Students will realize through this assignment how critical these historical details are to the Revolution. *Students will incorporate key historical aspects of the American Revolution in their creative comics.* They will understand how important these aspects are to not only the story in their comic, but to the Revolution as well. They will get a sense of empathy through this creative assignment. They will also post their comics on the class interactive blog making this process a fine example of augmentation.

**Where, Why, What, Hook, Tailors:** Interpersonal, intrapersonal, visual, logical, linguistic

Students will know about George Washington, John Adams, Sam Adams, Benedict Arnold, Benjamin Franklin, Thomas Paine, John Hancock and Thomas Jefferson.. They will construct their own stories with the use of key facts from the [American Revolution](http://www.history.com/topics/american-revolution/american-revolution-history). This project will bring out students creative side in a huge way. They will be able to write their own stories while providing me with important details that they have learned about the Revolution. Students will know the events that colonists went through and their reactions to those events. Students will also know details about the area their comic takes place in. Another aspect students will have to take into consideration when creating this [comic](http://www.skilledup.com/articles/16-comic-creation-tutorials) will be what music and sounds may have been like during these events. Students will be able to empathize with the characters they create in their varying settings. Through this activity students will come to realize how important these events were during the Revolution. They will unlock their creative edge when making these comics. Students will use the [garden gate](http://www.eduplace.com/graphicorganizer/pdf/gardengate.pdf) to map out the important details to include in their comics. Through this activity students will be able to figure what historical facts they are going include in their comics. Students will show me that they are understanding the facts of the Revolution through [circle, square triangle](http://edu221resources.wikispaces.com/file/view/strategies.pdf/171330477/strategies.pdf) activity. This activity will reinforce their understanding of not only how important these facts are, but how important it is for them to include these details in their comics.

**Equip, Explore, Rethink, Tailors:** Interpersonal, intrapersonal, visual, logical, linguistic, musical, naturalist

Students will be able to empathize with the colonists during the Revolution through this creative and innovative activity. Students will be able to get an idea of what it was like to be involved in this monumental time in our country’s existence. This will force students to truly understand the facts of the [Revolution](https://www.nps.gov/revwar/about_the_revolution/timeline_of_events_06_10.html) better. They will also have to think logically according to what the people of the Revolution would have done during that time. Students will be able to empathize with the colonists during this time, while also creating an interesting story within the time period. Historical comics are a lot more popular than people would think. There are many comics that are based on the American Revolution that students could look at to get an idea of what their final product should look like. Students will read informative interview on the creators of the comic, [*Sons of Liberty*](http://www.graphicclassroom.org/2010/05/q-with-authors-of-sons-of-liberty.html)to get an idea of what the creative process is like. Students will also note how important it is to understand the actions of the characters by acting them out.

**Explore, Experience, Rethink, Revise, Refine, Tailors:** Interpersonal, intrapersonal, visual, logical, linguistic, kinesthetic

Once class is over I will provide the students with feedback. They will also receive feedback from their fellow classmates during the class time. Students will also be fortunate enough to receive feedback outside of the classroom. Once they have posted the comics online their classmates and myself will be able to provide comments to them through the class blog. It will then be their responsibility to take the feedback and use it to make their comics better.

**Evaluate, Tailors:** Interpersonal, intrapersonal, visual

**Content Notes**

Students will know about the Declaration of Independence, the Boston Tea Party, Boston Massacre, the Battle of Ticonderoga and the March to Quebec. The Declaration of Independence was signed and ratified on the 4th of July in 1776 in Philadelphia, Pennsylvania. John Hancock, Thomas Jefferson, John Adams and Samuel Adams are some of the signatures on this legendary document. The main purpose of the Declaration was to establish the separation between Britain and the United States. The Boston Tea Party took place on December 16th, 1773 and was coordinated by the Sons of Liberty. Samuel Adams is believed to be the one who spearheaded the whole plot. This was the first serious retaliation made by the colonists against the British. The Boston Massacre took place on March 5th of 1770. This resulted in the death of five colonists. The Battle of Ticonderoga or better known as the Capture of Fort Ticonderoga took place on May 10 in 1775. The Green Mountain Boys seized the fort while being led by both Benedict Arnold and Ethan Allen. The capturing of Fort Ticonderoga would help to facilitate Benedict Arnold’s expedition to Quebec. He believed that it was vital to take over the Quebec base because it could be used by the British to set up attack forces on Lake Champlain. During his 300 mile plus trip through Maine Arnold managed to lose 500 men. Students will also know key names such as George Washington, John Adams, Sam Adams, Benedict Arnold, Benjamin Franklin, Thomas Paine, John Hancock and Thomas Jefferson. George Washington was a huge factor in the American Revolution, in fact without him the war would not have turned out the way it did. He was an incredible general who had a vast working knowledge of battle strategies. He could arguably be the single most important person involved in the Revolutionary War. John Adams, who actually ended up being Washington’s Vice President was born in Quincy, Massachusetts in 1735. Adams was a successful lawyer in the Boston area and later became a delegate of Massachusetts. He was respected by many, but was under fire for a brief amount of time when he represented the British troops involved in the Boston Massacre. However, he was soon absolved of this by the colonists when he paired up with his cousin, Samuel Adams to help in sparking the American Revolution. Samuel Adams was one of the founders of the Sons of Liberty and is considered by many historians to be the one who orchestrated the Boston Tea Party. Samuel Adams was the first true patriot to rebel against the British. Benedict Arnold was Washington’s second in command. He led numerous battles and fought bravely for the Continental Army for most of the war, but ended up betraying America and joining the British in 1780. Benjamin Franklin was in unique position for most of the war because he had ties with the British and the French. He was a huge factor in drawing up the Declaration of Independence and was also involved in overseeing the British sign the treaty to end the war in France, in 1781. Thomas Paine was essential during the American Revolution through his works in literature. He issued two pamphlets that inspired the American Revolution. The first one was *Common Sense,* which basically talked about why America should breakaway from British control. The second pamphlet was *The American Crisis,* which further supported the American Revolution taking place. Just to put in perspective how important Thomas Paine’s works were John Adams said after the publication of *Common Sense* the following quote: “Without the pen of the author of *Common Sense*, the sword of Washington would have been raised in vain.” John Hancock, one of our Founding Fathers, was known to be one of the richest individuals in all of the colonies. John Hancock was a business man and politician of Massachusetts. He made most of his money through importing and exporting different products through Boston’s harbor. The British put a halt on all harbor activities, so in response to that Hancock decided to fund the Sons of Liberty in hopes that a big enough rebellion would start to get the British’s attention. If it were not for the British preventing Hancock from doing business he may never have gotten involved in the Revolution at all. Thomas Jefferson graduated from the College of William and Mary with his certification to being a lawyer. He was extremely well read and was pro-democracy, which became quite obvious after he wrote the Declaration of Independence. Students will understand how the American Revolution came to be and why it was so crucial to the birth of our nation. The Revolution was a time of change. During this time change was something that America needed desperately. The U.S could no longer give in to the tyranny of the British. Students will also understand the point of view of the British during this course. They will understand what the motives of each side were. The course will cover many other aspects of the American Revolution as well, but these are the main points that will be focused on.

**Handouts**

Syllabus, rubrics, garden gate worksheet, circle, square, triangle work sheet, coloring utensils, paper

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** Students will have a list of objectives they have to meet. This will help clipboard students because they prefer checklists.

***Microscope:*** Students will be empathetic to the colonists while doing this project because they will be developing the comic based on that. The facts they use will support the story, but the characters and their depth will drive the story

***Puppy:*** Students will be able to work comfortably amongst one another and key in on their strengths. Students will all be working on the same assignment with the same time constraints, so this will provide them with comfort.

***Beach Ball:*** Students will be allowed to work in groups and will also be receiving feedback from one another. This will allow them to interact with one another.

***Rationale:*** Nothing is more important than adhering to every different type of students learning styles. Every student is different, therefore we as the educator must make sure they are learning according to their classification.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:*** The circle, triangle, square activity will be used to asses students understanding of the subject. This will also be a good starting point for students to see what facts should be inserted into the story.

***Summative:*** Students will upload the comic to the class blog where other students and myself will be able to comment about the comics.

***Rationale:*** Nothing is more important than adhering to every different type of students learning styles. Every student is different, therefore we as the educator must make sure they are learning according to their classification.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:*** Students will know the daily struggles and events that colonists went through during the American Revolution.

**Maine Learning Results**  
**Content Area:** Social studies  
**Standard Label:** E history  
**Standard:** E1 Historical Knowledge, concepts, themes and patterns.  
**Grade level span:** Grade 9-Diploma "American History: Revolutionary Era".  
Understanding major eras, major themes and influences in U.S. and world history, including roots of democracy and ideas in the world.  
**Performance Indicators:** a,c,e

***Facet: Empathy***

***Rationale:*** Through the creation of the comic students will empathize with colonists. They will learn about the daily struggles and events that colonists went through.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Logical:** Students will use logic to make the characters in the story act accordingly.

**Verbal:** Dialogue for the characters will have to be written soundly.

**Visual:** Illustrations will have to be provided throughout the comic.

**Musical:** Sounds from the time period will have to be done accurately. Students will have to make sure that the sounds used in the story are those of the Revolution.

**Intrapersonal:** Students will be responsible for the aspect(s) of the comic that they have to cover.

**Interpersonal:** Students will have to work together in order to make sure that all of the parts of the comic jive. They will also have to give feedback to one another.

**Kinesthetic:** Student will have to act out the scenes in the comic before the actual comic is written. This will give the stuents a better idea of how the actions in the stories should be portrayed.

**Naturalist:** The setting in the story will have to be realistic to that of the time period. The weather will also have to be appropriate in the story.

***SAMR:*** Students will upload their comics to the interactive class blog to be looked at by their classmates and myself. Students will be able to receive feedback on the blog from the other students and I. This will serve as augmentation because there is functional improvement.

***Rationale:*** This will give students the chance to get feedback quickly. This will also give students the chance to be able to see their classmates comics, which saves time for the students to have to present. It will be great for students to use the blog because it is far more convenient to be able to go on there to see feedback.

***Type II Technology:***

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** The comics will help students to understand what the colonists went through on a daily basis during the Revolution. They will also understand what the colonists reactions to these critical events were.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** Through the use of the online blog students will be able to see everyone’s comics and write feedback. They will also be able to go back to blog and look at the comics whenever they want.